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ABSTRACT

The Foreign Service Institute's (FSI) curriculum for diplomatic personnel and their families going to live in Japan has focuses on two areas: (1) communicative functions, with heavy emphasis on conversation management, and (2) techniques for developing the language after leaving FSI. Efforts are also being made to increase the amount of comprehensible input in the program. Adaptation of the syllabus has had five goals: (1) relevance to work and life in Japan; (2) student awareness of the functional dimension of the underlying structure in Japanese; (3) use of the comprehension advantage (generally greater comprehension than output); (4) increase in genuinely communicative practice; and (5) a foundation for continued learning. Five kinds of activities were included in the syllabus adaptation: functional description, direct practice of functions, situational practice, introduction of cultural content, and over-the-head materials (unrestricted in structures and vocabulary) for listening and reading. Issues yet unresolved in the adaptation include whether to use traditional texts and supplement them heavily or write another text, the limitations of training in functional awareness, the need for more comprehensible input, communication versus accuracy, and increased student responsibility for learning. (MSE)

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Japanese for Foreign Affairs Purposes

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1. A Description of "Foreign Service Purposes"

The term "foreign affairs purposes" refers to the needs of members of the foreign affairs community. Who are these members of the foreign affairs community? They range from the political and economic officers--the kind of diplomat we usually think of when we hear of the State Department--through the labor affairs attache to the support personnel in the Embassy (e.g. secretaries, communicators, budget and fiscal officers). They come not only from the Department of State but also from the Departments of Defense, Commerce, Agriculture, and many other agencies, most notably the Agency for International Development and the United States Information Agency. Members of employees' families are also included.

Some of the people who study languages at the Foreign Service Institute in the Department of State (FSI) are young junior officers, fresh out of university. Others are middle-aged transfers to foreign affairs from other lines of work. Still others are senior officers, civilian or military, in their 50's. Some of them are very active, participatory learners; others are much more passive in their learning styles.

Almost all of them have some characteristics in common, though. They are almost without exception highly educated. This is both an advantage, because they are self-disciplined and used to classroom conventions, and a disadvantage, because they are conditioned to conventional academic expectations of 100% success which are often not appropriate to language acquisition. For the most part the students are intensely career oriented, very hard working, and strongly motivated to learn the language of the country of their next assignment. In fact, some may seem driven to a fault. On the other hand, for most of them, the language is a tool for them to meet other purposes, and not an end in itself as it may sometimes seem to their teachers.

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What are some of the purposes of these students, the "foreign affairs purposes" this paper treats? Foreign affairs purposes pertain to a wide range of living and work situations. Foreign affairs personnel do a large number of jobs that bring them into contact with host country nationals, and of course they spend periods of many years living among people who speak a foreign language. Japan is no exception.

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Foreign affairs work ranges from the kind of representational activity among the elite that occurs to most of us when we think of diplomats to very down-to-earth contacts between American general services officers with such non-elite Japanese as plumbing contractors and drivers. Areas of interest go from the Agricultural Attache talking about importation of oranges through the Consul helping American citizens in trouble to the Defense Attache who needs to talk with Japanese soldiers whose English is limited at best. For all these jobs and many more, Japanese language proficiency is important. The degree of proficiency may vary--it takes less range of vocabulary and control of complex structures to deal with an uncomplicated visa request than it does to give a press briefing on a controversial issue, for example.

In addition, in everyday life, foreign affairs personnel and their families must make purchases, get around Tokyo or other parts of Japan, socialize with neighbors, arrange for needed services, use the telephone, and the like. Much of this must be done in Japanese. All personnel and members of their families have significantly higher morale when they can use even a little of the language of the country in which they live.

II. Origins and Goals of the Japanese Adaptation

A. Origins

For all of the language needs described above, it is possible to designate some vocabulary and a number of communicative functions that students can work with. Because vocabulary for special interests varies so widely and because it is possible to get the vocabulary needed for given purposes relatively quickly as needed, we have chosen in our curriculum work to focus much more on two areas that are less obvious to most of our students. These are (1) communicative functions, with heavy emphasis on conversation management, and (2) some techniques for developing that language a student needs without a teacher, for use after the student leaves FSI. In addition, we are making efforts to increase the amount of "comprehensible input" that is postulated by Steven Krashen's Input Hypothesis as essential to language acquisition.

Some communicative functions that are especially important for our students are dealing with requests and inquiries, interviewing skills, giving a monologue, explaining and defending U.S. policy, negotiating and persuading, defusing hostility, protesting, following broadcasts and overheard conversations among native speakers, reading at a variety of depths.

Some of these so-called "representative professional skills" are the focus of two or three day language-use lessons called "Bridges" (to bridge the gap between language learning and language use). From one to seven Bridges are now part of the program in all but two or three languages in FSI; Japanese has a set of five and is working now on a sixth. The complete Bridges in Japanese are Dealing with Requests, Getting the Facts over the Telephone, Negotiating Arrangements, Soliciting Informed Opinion, and Giving a Briefing. The Bridge currently under preparation helps students with informal debate.

Useful as the Bridges have proved, they do not give students enough communicative practice by themselves and are far from treating all the functions that our students need. The Japanese language instructors and I have therefore been undertaking revisions in the Japanese language program beyond insertion of Bridges, with the aim of increasing its responsiveness to the needs of the foreign affairs community and at the same time taking advantage of current thinking about language teaching and learning.

The Japanese language program, like many others at FSI, is based on a textbook aimed at a very general audience. The textbook currently in use in our program is Young and Nakajima's Learn Japanese, which most students complete in about 30 weeks of intensive study (5 or 6 hours a day in class). This is followed by FSI's Conversations on Modern Japan (CJ), a set of lessons designed for intermediate students in foreign affairs agencies. Few students complete CJ in the maximum 44-week term that is alloted for study in Washington. (Some students get the opportunity to finish CJ and a great deal more in the second year of Japanese at the FSI school in Yokohama.)

Because we have relied for the most part on a syllabus designed for a general audience, we have had a good course of a general sort. We have come to feel it lacking, however, in two major areas: relevance and pedagogy.

Ideally, we would have reorganized the entire syllabus and written a textbook aimed entirely at the needs of our constituency and no other. It proved to be more cost-effective to take the route of adapting our existing materials. While we have a long way to go to compensate completely for our lacks, we have made a beginning both in the area of relevance and in the area of pedagogy.

The adaptation was undertaken with two constraints:

1. That the new materials be consistent with the highly syllabus-oriented teaching style of the FSI Japanese instructors and minimally disruptive to the smooth execution of the program.

2. That the adaptation materials must not overload the students with material to be learned for production, in view of the amount required by the textbook, from which the instructors seldom deviate. This meant that the adaptation materials had to focus more on language use than language learning.

B. Goals

Within these two constraints, we had a set of goals that can be stated in terms of the two areas of concern I described above:

1. We wanted to increase the number of activities in the program that make the Japanese course relevant to students' life and work in Japan.

2. Students are already made aware that sets of Japanese sentences have common underlying structures. We wanted to help students become aware of the functional dimension, to see that sets of Japanese sentences may have common purposes as well.

3. We wanted to make use of the "comprehension advantage", i.e. the fact that students can understand a great deal more of what they hear and read than they can produce. We wanted to find more opportunities to provide "comprehensible input" to enhance acquisition in our very Learning-oriented program (where Learning refers to consciously modulated processes that result in "knowing about" language).

4. On the production side, in the interests of both relevance and lowering affective barriers, we wanted a substantial increase in the number of genuinely communicative practice activities, so that students can practice doing things with the language, not just talking about things. As a consequence of an increase on communicative activity, we wanted times when students could be less preoccupied with accuracy than usual.

5. Finally, since one of the most important roles of a language class is to provide a foundation for continued learning, we wanted to provide some activities that would get students used to determining their own needs and filling them.

II. Contents of the Japanese Adaptation

There were five main kinds of activity included in the adaptation: functional description, direct practice of functions, situational practice, introduction of cultural content, and over-the-head materials. The description of each of the activities in each group is followed by a list of the goals it was designed to meet. Most activities have more than one purpose.

A. Functional Description

As an initial step I prepared a functional description of each of the lesson dialogues in Learn Japanese, which I used as a guide in planning communicative supplements for each lesson. I found many of the dialogues surprisingly rich functionally, despite the fact that they had been developed to illustrate grammar points. I worked up simple exercises such as scrambled dialogues and fill-in the blanks based on the functional descriptions for use in Vol. I of Learn Japanese. These were meant to make students aware of the functional dimension of what they are learning to say. After Volume II, the functional descriptions of the lesson dialogues are supplied for reference purposes only.

The functional descriptions also serve as the base for a kind of review exercise in the first two volumes, in which students put selected portions of functional descriptions from the earlier dialogues into Japanese. Students are encouraged to rely largely on the Japanese they already know, but when they wish to go beyond what they know from the textbook, they can work with the teachers to fill in gaps. Students are urged to find more than one way to express each functional line. (Goals 2, 5)

B. Direct Practice of Functions

There are three kinds of exercise that focus specifically on given functions. The first is what I have called "search exercises," in which students go through previous material, including scripts for some of the comprehension material, to find instances of how a given function is expressed. The students are sometimes asked to organize the examples they find, for example in order of politeness. They then compare notes in class. (Goals 2, 3)

III - 7
Conversation Openers

In the dialogue in this lesson, Kobayashi has a little trouble getting a conversation rolling, since for whatever reason, White doesn't seem to want to make a conversation around the subject of his stay in Japan. Kobayashi tries another standard opener, which works much better. In fact, it works so well that by the end White is volunteering information about his purposes and plans in Japan.

In any conversation between people who do not yet know each other well enough to have shared experience to talk about, a kind of bag of tricks of conversation starters is helpful to have. This is especially the case if you have to meet a lot of strangers and build a relationship with them, as in most representational jobs. It will be helpful for you to spend a little time thinking about conversational openers that work in Japan. Of course, many of them will be the same as those that work in the U.S., but some will be special to Japan.

Again, examine the material you have had so far for conversational openers. What are the topics used? What are topics that might not have occurred to you to use? Are some more suitable to certain circumstances (e.g. are there some that it's better for university students to use than diplomats? Are there some that wouldn't be too good with a high-ranking member of the Foreign Ministry? What would work well with your high-ranking contacts when you meet them for the first or second time? Are some more suitable for parties than for office contacts? etc.)

A second type of function exercise is that in which a selected function is explicitly drilled. For example, in an exercise on giving and receiving compliments, students are provided a short cultural note and a starter list of subjects for compliments and asked to exchange compliments with the teachers. The teachers help them with the correct formulas and responses. (Goals 2, 4, 5)

The third kind of exercise is specific focus on development of culturally appropriate ways of expressing such feelings as distaste, encouragement, or urgency, an area neglected in the regular Japanese syllabus. Many of these exercises are adapted from Carol Akiyama's Acceptance to Zeal: Functional Dialogues for Students of English (New York, Minerva Books, Ltd., 1981). (Goals 2, 4, 5)

C. Situational Practice

The adaptation materials include an increasing number of short tasks set in one way or another in the life and work of a member of the American foreign affairs community. Such tasks are set up so that the student and the teacher have different information and somewhat different purposes but must achieve a common goal. Some are very general, of the sort that everyone will do, such as using the telephone to get information about vacation or shopping needs. Others are job-specific, e.g. canceling a lunch date with a business contact, but exemplify functions that almost everyone needs, such as apologies, negotiation of times and the like. There are a large number of tasks that relate to invitations, parties, and small talk (especially important in Foreign Service life). Quite a few of the short tasks are meant to be done on the telephone. Others put the student into the role of an interpreter for another person who speaks no Japanese. In all of these, the student is given instructions about what to do or find out in the task, but the teacher's role is left open. Teachers adjust the difficulty and number of "curve balls" they throw to the ability of the student. (Goals 1, 2, 3, 4, 5)

Extensive language use exercises are included in review lessons in Volumes III and IV and in CJ. They are called "minibridges" because they have many of the same elements and ground-rules as the Bridges described above, but are much shorter. Each minibridge takes a half day. So far we have prepared five of them, centering around dealing with subordinates, giving information, getting information, making a new contact, and dealing with unkept agreements.

III - 2
Roleplays at a Lodging Place

1. Call the Matsuba Inn in Kyoto. You plan to be in Kyoto for three days next week. Find out if they have a room available for you and your spouse (or friend). Find out the price, if meals are included, and if so, how many and which. Is anything else included in the price? If you are satisfied, make a reservation.

2. You have called the Genji Hotel in Fukuoka hoping to make reservations for next weekend, but they are full. Tell them more or less what price range you are interested and what kind of accomodations you want, then see if you can get a recommendation for where to call next. Don't forget to get a telephone number.

3. Call the place recommended by the Genji Hotel above and negotiate for reservations. You have a cat; can you bring it along and keep it in the room? It's midsummer, and you're particularly concerned that you have an airconditioned room.

4. You are in a Japanese style inn, and you'd like to have a drink and then take a bath. Tell the room-girl, and find out when you can use the bath. Ask what snacks you can have with your drink and make a choice.

5. In a rural inn you have settled into your room. Find an employee who will tell you how to get to the lake you came to visit. Ask what times meals are served. By accident, only part of the bedding was supplied; ask for the rest. Where can you store the bicycle you brought with you?

Each minibridge begins with a scene-setting paper. Based on the information in this "briefing paper", the students develop a list of things that they expect to have to do to meet the needs of the situation -- e.g. greetings, identifying oneself, asking caller for business etc. (this is done in English). The functional items on this list are then put into Japanese, to the extent possible using what students already know. Gaps are filled in with the help of the teacher. This results in a set of "key lines," which are then practiced for pronunciation and fluency. Students next hear a taped sample of the kind of interaction the minibridge is about, after which they are given a script of the tape for reading. A translation of the script is available but seldom needed.

The minibridge continues with further rehearsals of the situation that permit work on key lines, fillers, and transitions. They also provide an opportunity for students to try out sequences of events that are different from those of the initial list of tasks or the sample. A comprehension passage somewhat above the student's production level increases student familiarity with the topic and provides more comprehensible input. The minibridge culminates in a simulation in which some of the information and background are changed. Short followup simulations relate the functional content (and many of the key lines) to each student's specialty. (Goals 1, 2, 3, 4, 5)

D. Introduction of Cultural Content

We use learning about culture as a medium for students both to practice eliciting information and to get more comprehensible input. Because cultural elicitation meets so many of the goals listed above, it has become a significant portion of the adaptation.

Cultural content is, of course, an important part of the readings and overheard conversations (described more fully below). In addition, cultural elicitation exercises, in which students interview a teacher about Japanese customs and values, are an important part of the adaptation beginning in Volume II. Students are sometimes given the questions they are to ask; at other times they are expected to design their own interviews about a given topic, using starter points (this is part of our effort to help students develop techniques to get language they need for special purposes

Situational Practice: Minibridge
IV - 15

Making a New Contact
Briefing Paper

You have only recently arrived as Principal Officer at the Consulate in Osaka/Kobe. Unfortunately, for reasons beyond your control, you had no overlap with your predecessor, and the post is short-handed. You have therefore decided to take care of initial meetings with your important contacts without burdening your staff. One of the important contacts is, of course, the Mayor of Kobe.

In the absence of a Principal Officer, a variety of problems and issues has accumulated, ranging from consular business to representational demands. Some of these are matters you need to work out with the Kobe city officials, but you also want to be sure that you are doing so at the right time. A large part of your concern in this initial meeting is to get the relationship off to a good start, but this may mean a further postponement of all that pending business...

You have arranged an appointment with the Mayor and are just now being shown into his office...

New Contacts Minibridge
Partial Function List (for Teacher Reference)

Functions:

-introducing oneself to a stranger with whom one would like a continuing relationship
-modest response to obligatory compliments on one's Japanese
-polite acceptance of an offer
-keeping pre-business small talk going
-stating purpose of meeting
-use of polite formulas that set the tone for a relationship (signalling that the speaker is aware of and conforms to the conventions that make relationships go in Japanese culture)
-closing an interaction
-restraining oneself from bringing up real business when the business of the meeting is to build a relationship

IV - 15
Making a New Contact
Simulation - Student

You are a newly arrived Principal Officer in Osaka-Kobe. You came to post without any overlap with your predecessor. Fortunately, your predecessor left you a list of the main contacts that were helpful to him/her, so you are making it your business to get acquainted with them, whether you have any immediate business or not. Last week you made an appointment to visit the chief of police in the town where your consulate is located. You know that there has been something of a problem with some of the American sailors in this port town, and in fact there is a pending case that you'd like to deal with--a sailor was caught carrying marijuana and has been jailed. His ship is due to leave in a few days. The problem is, you aren't sure that the very first visit to the chief of police is the time to bring up the matter. You decide to see if the police chief himself won't give you a signal about whether substantive business is o.k.; if you don't get such a signal, you'll stick to formulas but keep the door open for another visit in the very near future.

IV - 15
Making a New Contact
Simulation - Teacher

You are the chief of police in Kobe. On the whole, you have had a good working relationship with the American consulate, though you have found that new officers take a while to get used to Japanese ways of working and have to adjust their expectations. Now you have a new American consul to break in. Unfortunately, his predecessor, with whom you had worked out a comfortable way of working, had to leave without overlapping with the new person. The new person has done the proper thing and made an appointment to get acquainted. You happen to know that s/he will be rather concerned about the American sailor your police force recently arrested for possession of drugs, but you haven't decided whether you want the issue brought up in this meeting. You would like to see what the new principal officer is like before you decide, and then you may open the way. You're rather apprehensive that the new person will be so eager to deal with the matter that s/he will bring it up before the time is right...

independently of a teacher in Japan). Sometimes the students use what they have learned as the basis of a later monologue to a teacher other than the one who gave them the information. In these monologues the students compare and contrast Japanese and American culture. This gives them a reason to listen carefully to the information they elicit.

Time and instructor consultation are provided for development of interviews and monologues. Some cultural elicitation exercises are designed as interpreting exercises and require use of keigo. To help with this, we add a small amount of roleplay: for example, in a cultural elicitation exercise we let one student interpret for another student, who may take the role of a reporter or other official visitor, and the teacher, who takes the role of someone for whom use of keigo is appropriate. Teacher responses are adjusted to student ability but are always a little over the students' heads. (Goals 1, 3, 4, 5)

E. Over-the-Head Materials

1. Listening

For the dialogues in Volumes I and II we have provided rewrites in completely natural, unrestricted Japanese. These are used first as comprehension passages several lessons after the original lesson for which they are rewrites. Much later they are used for scanning practice in search exercises, to help students get used to reading in a non-perfectionistic way and to increase comprehensible input. The natural versions have the great advantage for students that much of their content (and wording) is familiar, so that they start off their over-the-head work with a patently do-able task. (Goal 1, 3)

Beginning with Volume I, roughly every second lesson has a comprehension passage that is a conversation between native speakers of Japanese about a topic in some way relevant to lesson content. It is unrestricted with respect to structures and vocabulary used. Students are supplied with cues in the form of multiple choice questions to help them listen for the gist of the conversation and for the relationship between the two speakers. Until Volume IV, most of the conversations are in the style level studied by the students (neutral formal). At Volume IV, most are cast in a rather colloquial and informal style to help students get used to hearing this type of speech. In

III - 3
CULTURAL ELICITATION
Finding Lodging in Japan

You have received a letter from a friend who intends a visit to a large number of places in Japan, some of them rural. Your friend has just begun the study of Japanese and already knows a little about Japanese travel. However, s/he is a careful planner and has thought of a number of questions s/he would like to have answered before making reservations at hotels. The letter you received included the questions listed below.

You haven't had a chance to travel in Japan yourself, so you find a knowledgable Japanese acquaintance and ask for if you can find out what your friend wants to know. In the course of the interview, some things may come up that your friend didn't think to ask but might like to know. Be sure to follow these up.

After you finish your interview, based on what you have found out, decide as a group on what would be helpful for a Japanese traveling to America to know about American hotels. Each member of the class should be prepared to give a little description to the teacher in another class period. Be prepared for questions by your teacher about this topic after your description. If you need a little help with some phrasing for your talk, work it out with your instructor before you start.

Your friend's questions:

1. I know that there are big western-style hotels in Japan and the traditional Japanese inns. Are there any other common types of hotel?

2. If I were to take a trip to a city like Osaka or Sapporo and didn't want to spend a lot of money, where would it be a good idea for me to stay?

3. Do I need to make reservations well in advance for such a place? What about the traditional inns?

4. If I stay in the kind of place you just described, what can I expect in the way of service? Will I carry my own bags? Is the room cleaned for me every day as in a western-style hotel?

5. In what kinds of hotel can I expect to find plenty of people who speak English?

6. Nowadays what kinds of people stay in traditional inns? Are they mostly foreign tourists who want to sample the atmosphere of traditional Japan? If there are Japanese who go to them, what kinds of Japanese and for what reasons?

7. Help is very expensive in Japan now. Do the traditional inns still have room girls (like the one in Lesson 2)?

8. In a traditional inn, how do I take care of such matters as taking a bath, meals, and other needs, such as getting a heater or the like)?

9. On ordinary trips, where do most Japanese stay? Why?

10. What about tipping?

CJ, overheard conversations are in the form of radio and TV interviews, with relatively complex sentences, long paragraphs, and difficult topics. Students are never expected to understand everything they hear but are encouraged to listen for gist and guess from context. (Goals 1, 3, 4)

Beginning in Vol. IV and continuing in CJ, there are also comprehension passages based on somewhat adapted actual news broadcasts. These are also accompanied by cues in the form of multiple choice questions. They serve the purpose of helping students get used to broadcast style. (Goals 1, 3, 4)

2. Reading

Over-the-head reading passages are of three sorts. (1) Some time after they use the overheard conversations for listening, students receive the scripts of the comprehension material for additional over-the-head reading practice in search exercises (see II B above). (2) Beginning in Volume III, reading passages are taken from a variety of material written for foreign learners of Japanese but without control for the kanji or vocabulary learned by our students to that point. These passages tie in with major topics that are covered in the separate area studies program that all students attend for a half-day each week. (3) An increasing number of passages come directly from Japanese newspapers and magazines. Such real Japanese clippings include picture captions, advertisements, short news articles, and even whole front pages for skimming.

Passages from other textbooks and from real Japanese publications are accompanied by questions and other exercises to help guide reading for gist. Students are never asked to try for 100% comprehension of any of this material (other, teacher-written passages are supplied for that purpose). (Goals 1, 3, 4)

III. Evaluation of the Adaptation

The adaptation materials were used last academic year with only seven students because our student enrollment in Japanese was unusually small. This year we have more students, but an unusually large number of them are substantially slower than average. Very slow students are fully occupied with the basic syllabus and seem not to have the intellectual and emotional energy to cope with much supplementation. We have therefore given most of our students very little of the adaptation material this year.

Conversations on Modern Japan
Lesson VIII
News Reading Exercise

As a Japanese-trained member of the Defense Attache's operation, one of your duties is to keep up where you can with references in the daily press to defense matters. One of the things you do every day is scan the front page for defense-related articles, and today is no exception. You want to make a special point of reading any article today, because of the recent wave of anti-military demonstrations in the Kanto area. You are looking for anything that will give you more information about the popular reaction to the military. Can you find anything of the sort in this newspaper? (One of the FSN's mentioned in passing that there is only one article you need to look for but didn't have a chance to point it out to you.)

Another piece of information you are looking for is confirmation or denial about a rumor that the Prime Minister is leaving office. Since he figures in the article you want, there may be something to help there.

Today is an especially busy day, so you don't want to take more than 20 minutes to locate and scan the article. (You haven't time to look anything up--all you want are these few main points.) After that, at lunch time, you will try to make time to find you FSN friend and check that you found the right article and that you got the information she thought you would want.

第3種郵便物認可

「防衛」の継続性強調

鈴木首相 最後の観閲式

自衛隊恒例の五十七年度観閲式が三十一日、朝霞の陸上自衛隊朝霞訓練場で行われた。式は午前十時半から始まり、鈴木首相が自衛隊最高指揮官として観閲部隊約五千人の栄誉礼を受けたあと、伊藤防衛庁長官らとともに各部隊を巡閲。続いて訓示に立った首相は、鈴木内閣の防衛努力の成果として「防衛計画の大綱」の早期達成のため、56中期業務見積もり提出を決定したなどの点を挙げた。これを踏まえ、首相は「国の防衛は一朝一夕で成るものでなく、長期的な視点に立って着実に努力を積み重ねていくことが肝要だ」と述べた。鈴木首相はすでに退陣を表明しているが、政権交代によって防衛政策の継続性が損なわれてはならない、との考えを強調したものだ。

観閲式は自衛隊創設を記念して毎年一回行われ、今年は三十二回目。陸上自衛隊を中心に三自衛隊や防衛大学校生の部隊と、七四式戦車など車両約三百両、航空機六十二機が参加。

また、この日は福田衆院議長、板内外相も初めて出席し、福田議長は「自衛隊の成長を心から祝う」と祝辞を述べた。現永参院議長は毎年出席しており、衆参両院議長が観閲式で顔をそろえた。

一方、式場周辺は、過激派による反対集会やデモなどが予想されたため、警視庁は約千四百人の機動隊員が厳戒警備を続けたが、市民団体など約千四百人が観閲式に反対するデモをした。

観閲式に出席した首相（右から2人目）は国旗降下の間、目をつぶったままだった ―31日正午、陸上自衛隊朝霞訓練場で

インドネシアの地熱開発

国策プロジェクトに

通産省検討

ペリスコープ

○…かつては防衛庁幹部仕事は人とされた次期…野村…のところ…調…をこと…も一…二…た…

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The small number of average or better students we have had in the past year and a half thus makes it difficult to give a complete evaluation of the effectiveness of the adaptation to date. On the other hand, we can make some preliminary statements. The materials have met the five goals listed in section I B above to varying degrees.

1. Increased relevance: We have made a substantial increase in the amount of relevant material. There is much more current events oriented reading and listening material, and a number of the tasks and function exercises give students practice in conversation management and the kinds of interactions they will have in Japan.

2. Functional awareness: Students are more aware of the existence of functional relationships between sentences. However, there is no evidence that there has been a direct relationship between this awareness and a decrease in translation from English. The small number of students of average or better aptitude on which the materials have been used makes it difficult to evaluate the success of the materials in this area.

3. Increase in comprehensible input and consequent language acquisition: We are well ahead of where we were when we began the adaptation. Comprehension activities are among those which have received the most unanimous approval from teachers and students. Student self-confidence has been increased by the inclusion of such material.

4. More communicative activities: There is definitely an increase here. Students are responsive to tasks, roleplays, cultural elicitation, and simulations, especially if they are kept secondary to what the teachers (and therefore the students) perceive as primary in the course: learning grammar and kanji. Treating communicative activities as a "payoff" for the grammar learning has been a useful way to help students accept them readily.

5. Increasing student ability to help themselves when they have no teacher: Students are more aware of the responsibility they can take for themselves. The many exercises in the adaptation supplements that require them to design their own interviews or to decide what they are likely to need to say and then work out how to say it are all training for this. However, since the first group of students to use the adaptation materials has been in Japan for only a few months (and has not written to us), we still do not know if they are taking advantage of these skills.

Some issues that are not yet resolved:

1. Increase of relevance can only go so far with supplements. As long as the textbook is the central focus of the course, most of the students' time will be taken up with learning the structures and vocabulary it presents in the situations it presents them in. There are two ways to deal with this: one is to decrease the importance of the textbook in the course; the other is to write a textbook that treats matters of importance to our clientele in a way that allows an increase in communicative and acquisitional activities at the center not just at the periphery of the course. The former requires a substantial amount of re-education of teaching staff; the latter is very expensive in both time and money.

2. The degree to which functional awareness is helpful is probably limited. I would not increase the number of activities directly aimed at helping students understand the relationship between functions and their expressions; in fact, it is possible that it may be appropriate to reduce them in favor of more comprehensible input.

3. While there is a substantial increase in the amount of comprehension material through the adaptation, there is far from enough comprehensible input to satisfactorily test the Input Hypothesis. The FSI Japanese course remains largely production-oriented and needs more emphasis on activities that will foster language acquisition.

There are a number of ways in which more comprehensible input can be included in the program without a new text: for example, listening and reading material for every lesson, changes in the style of interaction of the teachers with the students, decrease in emphasis on production in early stages of the course. This is again a matter of continuing education of both teachers and students. Resistance by both to a program that is perceived as reducing the emphasis put on accurate production is likely to be strong.

4. Some of the slower students have expressed concern that they are being given communicative activities at the expense of drilling that would help them with their accuracy. I have dealt with this in the short run by negotiating an agreement with these students to increase drilling but to keep the communicative activities, even though these weak students are slowed down somewhat more in their progress through the syllabus.

A long-term approach to this problem means rethinking the relationship between communication and accuracy, deciding on what the balance between the two should be during each stage of training, and working out ways to give the students a greater tolerance for the time it takes to acquire accuracy. Again this is a matter of reorienting both instructors and students and no simple thing to do.

5. The issue of increased student responsibility for learning what they need is one that has been of major concern to me for years. On the one hand we cannot expect to turn our students into trained linguists. On the other hand we are not meeting our obligations to them if we do not provide them with the tools they need for continued learning when they have no teacher. This means more than just a foundation of linguistic proficiency, important though this may be. The simple task consideration and key line elicitation technique seems a start that should be non-threatening both to students who do not wish to become linguists and to teachers who do not want to lose their importance to their students.

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Japanese for Foreign Affairs Purposes

Handout

I. Goals of the Adaptation Project

A. Increasing the number of activities that make the Japanese course relevant to student life and work in Japan.

B. Helping students become aware of the functional dimension, seeing the common purposes that sets of sentences have.

C. Making use of the "comprehension advantage", i.e. the fact that students can understand a great deal more of what they hear and read than they can produce. This entails finding more opportunities to provide "comprehensible input" to enhance language acquisition.

D. Substantially increasing the number of genuinely communicative practice activities in which accuracy takes a second place to transfer of information.

E. Inclusion of activities that would get students used to determining their own needs and filling them as a base for continued learning after leaving the classroom.

II. Activity Categories

A. Activities Based on the Functional Descriptions of Dialogues
   - Functional Descriptions of Dialogues (goals 2, 5)

B. Direct Practice of Functions
   - Search Exercises (Goals 2, 3)

C. Situational Practice
   - Short Tasks (Goals 1, 2, 3, 4, 5)
   - Minibridges (Goals 1, 2, 3, 4, 5)

D. Introduction of Cultural Content
   - Cultural Elicitation (Goals 1, 3, 4, 5)

E. Over-the-Head Materials
   - Natural Versions of Textbook Dialogues (Goal 3)
   - Overheard Conversations (Goals 1, 3, 4)
   - Over-the-Head Reading Passages (Goals 1, 3, 4)

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